**2012 – 2015 SCHOOL YEAR PLAN**

**and**

**2011-2012 ANNUAL EDUCATION RESULTS**

SCHOOL LOGO

SCHOOL NAME

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**School Profile**

**Summary of Accomplishments**

**Impact of major activities/strategies from previous year(s) (optional)**

**Trends and Issues (Optional)**

**Alberta Education**

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| **Vision** | All students are inspired to achieve success and fulfillment as engaged thinkers and ethical citizens with an entrepreneurial spirit. |
| **Mission** | Collaborate to inspire every student to engage in high quality inclusive learning opportunities needed to develop competencies required to contribute to an enriched society and sustainable economy. |
| **Goals** | 1. Success for every student. 2. High quality education through collaboration and innovation. 3. Success for First Nation, Metis and Inuit (FNMI) students. |

**Alberta Education Foundation for Student Learning**Literacy and numeracy are keys to student learning

**Competencies**

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| Critical thinking, problem solving and decision making | Digital and technological fluency |
| Creativity and innovation | Collaboration and leadership |
| Social, cultural, global and environmental responsibility | Lifelong learning, personal management and well being |
| Communication |  |

**Parkland School Division’s Ultimate Goal: Student Success and Well Being**

*Students will be encouraged to explore, create, imagine, and engage in lifelong learning as they develop their skills/competencies to prepare to enter the world of post-secondary studies or work. The Division believes that student success is closely linked to student well-being and the development of social-emotional assets that build resiliency and is therefore committed to the development of the whole child at all levels of their education. The key elements that will guide the work of the Division include:*

1. *Engage our Students*
2. *Engage our Staff*
3. *Engage our Community*
4. *Stewardship of our Resources*

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| **Key Elements** | **Engage our Students**  ***Every student will be successful*** | **Engage our Staff**  ***All staff are learners with a focus on student success*** | **Engage our Community**  ***Everyone can make a meaningful contribution to public education*** | **Stewardship of our Resources**  ***The Division effectively manages its resources to support student learning*** |
| Meaningful assessment and reporting | Inclusion | Open and honest communication | System Review |
| Student mental and physical well being | Innovative instructional practices | Meaningful engagement with all stakeholders | Distributed decision-making |
| Student choice and personalized learning | Leadership development | Collaborative partnerships with business and community | Fiscal responsibility |

**School Accountability Pillar Overall Summary**

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| **To Achieve Student Success and Well-Being for All Students, Parkland School Division will:**  **Engage our Students** | | | |
| Key Elements | Outcomes | Division Strategies | School Strategies |
| **Meaningful assessment and reporting** | * Students demonstrate proficiency in literacy and numeracy * Students achieve student learning outcomes * Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit | * Develop and implement AISI Cycle 5 Project with a focus on Assessment AS Learning connected to Critical Thinking * Implement a division-wide K-9 curriculum-based report card with a focus on competencies * Enhance student centered assessment and reporting |  |
| **Student mental and physical well-being** | * Effective learning and teaching within caring, respectful, safe and healthy environments * The education system demonstrates leadership and collaboration | * Implement a division-wide initiative focused on enhancing the resiliency and mental health of students * Establish community partnerships to support student health |  |
| **Student choice and personalized learning** | * Students have access to programming and supports to enable their learning * FNMI students are engaged in learning | * Enhance the effective use of emerging and current technologies in learning and in life * Promote practices that offer greater alignment between individual student needs and flexible learning structures that provide students with increased choice * Explore how current Division programs provide choice and opportunities for personalized learning for students (e.g. Languages, Fine Arts, Leadership programs) |  |

***Outcome: Students demonstrate proficiency in literacy and numeracy.***

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| **Performance Measure** | **Results (in percentages)** | | | | | **Target¹** | **Evaluation** | | | **Targets²** | | |
| **2008** | **2009** | **2010** | **2011** | **2012** | **2012** | **Achievement** | **Improvement** | **Overall** | **2013** | **2014** | **2015** |
| Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results). |  |  |  |  |  |  |  |  |  |  |  |  |
| Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Comment on Results** |

***Outcome: Students achieve student learning outcomes.***

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| **Performance Measure** | **Results (in percentages)** | | | | | **Target** | **Evaluation** | | | **Targets** | | |
| **2007** | **2008** | **2009** | **2010** | **2011** | **2012** | **Achievement** | **Improvement** | **Overall** | **2013** | **2014** | **2015** |
| High School Completion Rate - percentages of students who completed high school within three years of entering Grade 10. |  |  |  |  |  |  |  |  |  |  |  |  |
| Drop Out Rate - annual dropout rate of students aged 14 to 18 |  |  |  |  |  |  |  |  |  |  |  |  |
| High school to post-secondary transition rate of students within six years of entering Grade 10. |  |  |  |  |  |  |  |  |  |  |  |  |
| Percentage of Grade 12 students eligible for a Rutherford Scholarship. |  |  |  |  |  |  |  |  |  |  |  |  |
| Percentage of students writing four or more diploma exams within three years of entering Grade 10. |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Comment on Results** |

***Outcome: Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit.***

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| **Performance Measure** | **Results (in percentages)** | | | | | **Target** | **Evaluation** | | | **Targets** | | |
| **2008** | **2009** | **2010** | **2011** | **2012** | **2012** | **Achievement** | **Improvement** | **Overall** | **2013** | **2014** | **2015** |
| Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship. |  |  |  |  |  |  |  |  |  |  |  |  |
| Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Comment on Results** |

***Outcome: Effective learning and teaching within caring, respectful, safe and healthy environments.***

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| **Performance Measure** | **Results (in percentages)** | | | | | **Target** | **Evaluation** | | | **Targets** | | |
| **2008** | **2009** | **2010** | **2011** | **2012** | **2012** | **Achievement** | **Improvement** | **Overall** | **2013** | **2014** | **2015** |
| Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. |  |  |  |  |  |  |  |  |  |  |  |  |
| Percentage of teachers, parents and students satisfied with the overall quality of basic education. |  |  |  |  |  |  |  |  |  |  |  |  |
| Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Comment on Results** |

***Outcome: FNMI students are engaged in learning.***

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| **Comment on Results** |

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| To Achieve Student Success and Well-Being for All Students, Parkland School Division will:  Engage our Staff | | | |
| Key Elements | Outcomes | Division Strategies | School Strategies |
| Inclusion | * The jurisdiction shares promising practices to support all students in inclusive learning environments * Staff can clearly articulate what inclusion means * Staff can support students in inclusive learning environments * All students are engaged in learning | * Implement the Learning Coach model * Implement Year 2 of EA Boot Camp * Develop a Division communication plan to build community understanding and support of inclusion in Parkland School Division |  |
| Innovative instructional practices | * Students have access to programming and supports to enable their learning * The jurisdiction will demonstrate openness to new and innovative ideas, leadership and collaboration * Learners, educators, and families will have improved access to digital tools that support both face-to-face and online learning | * Implement Cycle 5 AISI - Critical Thinking and Assessment as Learning * Implement a mobile learning initiative * Connect pedagogy and assessment * Continue the Learning Leader Initiative |  |
| Leadership development | * The jurisdiction will demonstrate openness to new and innovative ideas, leadership and collaboration | * Create a collaborative culture and growth mindset of open and continuous learning |  |
| Comments on Results: | | | |

***Outcome: The education system demonstrates leadership and collaboration.***

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| **To Achieve Student Success and Well-Being for All Students, Parkland School Division will:**  **Engage our Community** | | | |
| Key Elements | Outcomes | Division Strategies | School Strategies |
| **Open and honest communication** | * Stakeholders are informed | * Develop and implement a communication plan |  |
| **Meaningful engagement with all stakeholders** | * Stakeholders have opportunities to provide input | * Develop and implement a community engagement plan |  |
| **Collaborative partnerships with business and community** | * External agencies and organizations partner with the Division to support students * Increased wraparound supports and services for students | * Introduce the Youth Resiliency Initiative |  |
| Comments on Results: | | | |

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| **Performance Measure** | **Results (in percentages)** | | | | | **Target** | **Evaluation** | | | **Targets** | | |
| **2008** | **2009** | **2010** | **2011** | **2012** | **2012** | **Achievement** | **Improvement** | **Overall** | **2013** | **2014** | **2015** |
| Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. |  |  |  |  |  |  |  |  |  |  |  |  |
| Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years. |  |  |  |  |  |  |  |  |  |  |  |  |

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| **To Achieve Student Success and Well-Being for All Students, Parkland School Division will:**  **Enhance Stewardship of our Resources** | | | |
| Key Elements | Outcomes | Division Strategies | School Strategies |
| **System Review** | * Resources are aligned with Division priorities * Comprehensive ten-year facilities plan | * Develop and implement a community engagement plan * Collaboration with Education and Municipal partners * Data analysis and risk assessment |  |
| **Distributed decision-making** | * Effective and efficient use of resources through informed, evidence based decisions * Responsive, transparent and sustainable decisions at all levels of the organization | * Improved access to data to support transparent decision making * Provide staff development * Establish a funding allocation model that addresses a continuum of supports and services for students with diverse learning needs. |  |
| **Fiscal responsibility** | * A balanced and sustainable budget * Efficient use of resources through effective processes * Operational, financial and compliance objectives are met | * Implementation of electronic processes that eliminate data redundancy * Build capacity of Lead Team * Internal control and risk assessment |  |
| Comments on Results: | | | |

**AISI Cycle 5 Project Summary**

**AISI Division Project Focus for 2012-2015**:

***Embedding assessment AS Learning into Critical Thinking in an Inclusive Learning Environment***

**Anticipated Learning Goals:**

* All students are able to assess their learning and develop an improvement plan
* All students are problem solvers and critical thinkers
* All students gain the skills to be successful independent learners in their learning environment
* All students are motivated to learn
* Teachers are embedding assessment AS learning in their teaching practice
* Teachers are embedding critical thinking into their teaching practice
* A common language around assessment AS learning exists in Parkland School Division
* A common language around critical thinking exists in Parkland School Division
* Students are well prepared for life and work environments

**Research Question:**

To what extent does embedding assessment AS learning into the critical thinking model impact student engagement and performance in an inclusive learning environment?

**School Key Implementation Strategies to Achieve AISI Learning Goals:**



**Future Challenges**

**Professional Development Plan for 2012-2013**

**Budget**

***Budget Information and***

***Highlights***

***To be submitted here***